



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 11751431
SAU: Westbrook School Department
School: Oxford-Cumberland Canal School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 4

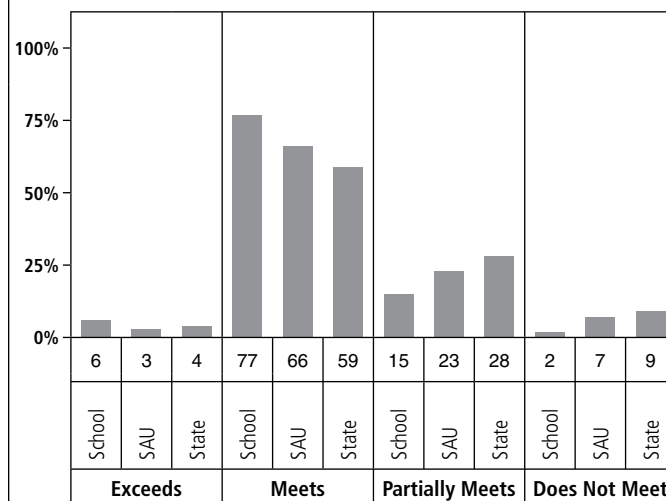
SAU: Westbrook School Department

School: Oxford-Cumberland Canal School

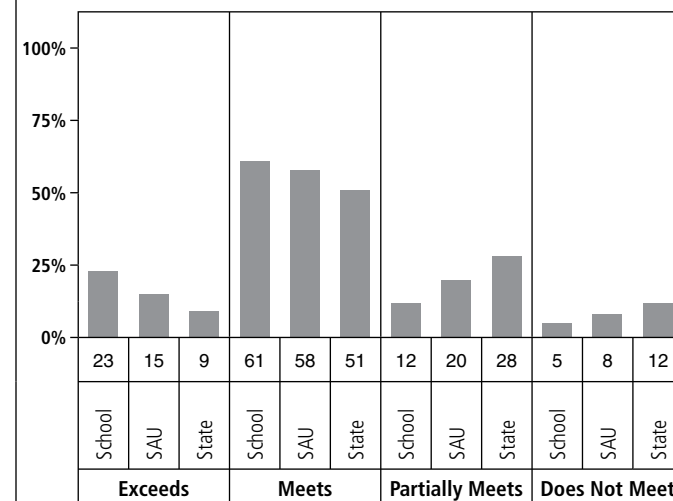
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	442	442	444
2006–2007	446	445	445
2007–2008	448	446	445
Cum. Avg. *	445	444	445
Mathematics			
2005–2006	445	444	444
2006–2007	447	445	445
2007–2008	453	449	445
Cum. Avg. *	448	446	445
Science & Technology			
2005–2006	442	441	444
2006–2007	448	444	444
2007–2008	448	444	444
Cum. Avg. *	446	443	444

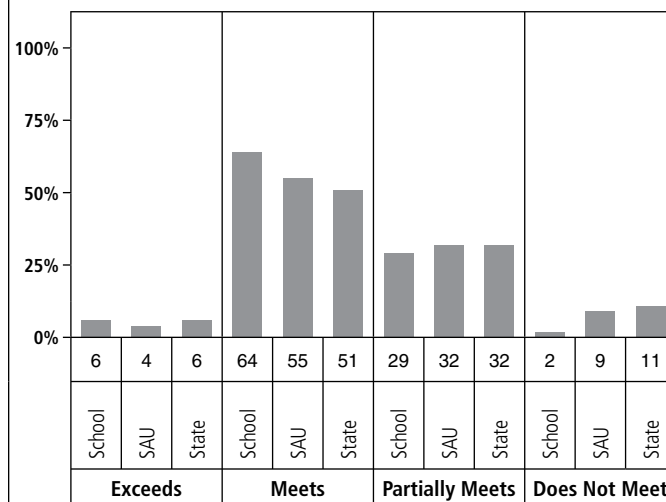
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 4
 SAU: Westbrook School Department
 School: Oxford-Cumberland Canal School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	67	100	184	100	14207	100	65	97	180	98	14181	100	66	99	181	99	14123	100	66	99	181	98	14115	99						
Ethnicity African American/Black	4	6	6	3	390	3	4	100	6	100	388	99	4	100	6	100	388	99	4	100	6	100	386	99						
American Indian or Native Alaskan	0	0	1	1	101	1	0	0	1	100	101	100	0	0	1	100	101	100	0	0	1	100	101	100						
Asian or Pacific Islander	3	4	4	2	263	2	2	67	3	75	259	98	3	100	4	100	262	100	3	100	4	100	262	100						
Hispanic	1	1	5	3	170	1	1	100	5	100	168	99	1	100	5	100	166	98	1	100	5	100	166	98						
Caucasian/White	59	88	168	91	13282	93	58	98	165	99	13264	100	58	98	165	99	13205	100	58	98	165	98	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	12	18	31	17	2524	18	12	100	31	100	2514	100	12	100	31	100	2498	99	12	100	31	100	2494	99						
Current LEP	3	4	6	3	385	3	2	67	5	83	377	98	3	100	6	100	383	99	3	100	6	100	380	99						
Economically disadvantaged	41	61	82	45	5587	39	40	98	80	99	5569	100	41	100	81	100	5538	99	41	100	81	99	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	51	76	143	78	10755	76	51	76	143	78	10730	76	51	76	143	78	10776	76						
Identified disability (PET/IEP)	1	2	6	4	375	3	1	2	6	4	374	3	1	2	6	4	384	4						
LEP	0	0	1	1	148	1	0	0	1	1	148	1	0	0	1	1	150	1						
504 plan	1	2	2	1	114	1	1	2	2	1	114	1	1	2	2	1	115	1						
Participation with accommodations	14	21	35	19	3298	23	15	22	36	20	3267	23	15	22	36	20	3215	23						
Identified disability (PET/IEP)	11	79	23	66	2013	61	11	73	23	64	1998	61	11	73	23	64	1986	62						
LEP	2	14	4	11	225	7	3	20	5	14	233	7	3	20	5	14	229	7						
504 plan	1	7	4	11	69	2	1	7	4	11	68	2	1	7	4	11	67	2						
Other	0	0	4	11	1046	32	0	0	4	11	1023	31	0	0	4	11	987	31						
Participation through alternate assessment (PAAP)	0	0	2	1	126	1	0	0	2	1	126	1	0	0	2	1	124	1						
Identified disability (PET/IEP)	0	0	2	100	126	100	0	0	2	100	126	100	0	0	2	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	1	1	15	0	0	0	1	1	16	0	0	0	0	0	12	0						
Non-participation – other	2	3	3	2	11	0	1	1	2	1	68	0	1	1	3	2	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: Westbrook School Department
School: Oxford-Cumberland Canal School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	2	2	6	3	601	4
	2006-2007	4	6	11	6	507	4
	2007-2008	4	6	6	3	559	4
	Cum. Total*	10	5	23	4	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	34	41	86	43	7910	57
	2006-2007	44	68	97	57	8749	63
	2007-2008	50	77	118	66	8308	59
	Cum. Total*	128	60	301	55	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	38	46	82	41	3970	29
	2006-2007	14	22	46	27	3467	25
	2007-2008	10	15	41	23	3922	28
	Cum. Total*	62	29	169	31	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	8	10	27	13	1421	10
	2006-2007	3	5	17	10	1165	8
	2007-2008	1	2	13	7	1264	9
	Cum. Total*	12	6	57	10	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	32.6	67.9	30.6	63.8	29.7	61.9
Literary Text	24	50	17.3	72.1	16.3	67.9	15.5	64.6
Informational Text	24	50	15.2	63.3	14.3	59.6	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Westbrook School Department
 School: Oxford-Cumberland Canal School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	65	4	6	50	77	10	15	1	2	448	178	3	66	23	7	446	14053	4	59	28	9	445
Ethnicity																						
African American/Black	4										6	0	67	17	17	442	384	1	36	35	28	438
American Indian or Native Alaskan	0										1						101	1	46	44	10	442
Asian or Pacific Islander	2										3						259	6	61	22	11	445
Hispanic	1										4						164	0	45	38	16	440
Caucasian/White	58	4	7	44	76	9	16	1	2	448	164	4	66	24	6	446	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	12	0	0	9	75	3	25	0	0	444	29	0	52	21	28	440	2388	0	29	44	26	437
No	53	4	8	41	77	7	13	1	2	449	149	4	69	23	3	447	11665	5	65	25	6	446
Current LEP																						
Yes	2										5	0	80	20	0	448	373	1	32	35	32	436
No	63	4	6	48	76	10	16	1	2	448	173	3	66	23	8	446	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	40	1	3	29	73	9	23	1	3	446	79	1	57	29	13	443	5502	1	47	37	14	441
No	25	3	12	21	84	1	4	0	0	451	99	5	74	18	3	448	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	65	4	6	50	77	10	15	1	2	448	178	3	66	23	7	446	14048	4	59	28	9	445
Gender																						
Female	24	1	4	18	75	5	21	0	0	449	75	4	67	24	5	447	6959	5	61	26	8	446
Male	41	3	7	32	78	5	12	1	2	447	103	3	66	22	9	445	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	12	0	0	8	67	3	25	1	8	442	32	0	44	44	13	439	1890	0	37	46	17	439
No	53	4	8	42	79	7	13	0	0	449	146	4	71	18	6	447	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	65	4	6	50	77	10	15	1	2	448	178	3	66	23	7	446	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: Westbrook School Department
 School: Oxford-Cumberland Canal School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	8 86 6 0	0 4 0 0	0 7 0 0	4 43 3 0	80 77 75 0	1 8 1 0	20 14 25 0	0 1 0 0	0 2 0 0	447 448 452 0	8 84 8 0	0 4 0 0	54 72 54 0	31 19 31 0	15 5 15 0	441 447 445 0	5 74 18 2	1 4 5 3	42 62 59 32	36 27 29 34	21 7 7 31	440 445 446 438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	48 36 13 3	2 2 0 0	6 9 0 0	27 17 5 1	87 74 63 50	1 4 3 1	3 17 38 50	1 0 0 0	3 0 0 0	450 448 444 441	43 40 15 3	6 3 0 0	77 71 46 60	16 15 46 20	1 11 8 20	449 446 442 441	30 52 12 5	6 4 2 0	63 63 46 33	24 27 37 40	7 6 15 26	446 446 441 437
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	32 43 22 3	3 1 0 0	14 4 0 0	15 26 8 1	71 93 57 50	3 1 5 1	14 4 36 50	0 0 1 0	0 0 7 0	451 449 442 441	42 43 12 3	7 1 0 0	73 72 55 40	17 17 35 60	3 10 10 0	449 445 442 442	35 51 12 2	7 3 1 0	66 60 44 23	20 29 40 47	6 7 16 30	448 445 440 436
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	21 70 8	0 3 1	0 7 20	10 34 3	77 79 60	3 5 1	23 12 20	0 1 0	0 2 0	444 449 451	16 72 12	0 4 5	62 75 42	27 16 42	12 5 11	442 447 444	19 62 18	2 5 3	46 64 58	34 26 29	17 5 10	442 446 444
How hard were the reading passages on this test? A. Most of the passages were more difficult than what I usually read. B. Most of the passages were about the same as what I usually read. C. Most of the passages were easier than what I usually read.	14 48 38	0 1 3	0 3 13	7 23 19	78 77 79	2 5 2	22 17 8	0 1 0	0 3 0	444 447 451	14 49 37	0 1 8	59 72 73	23 21 17	18 6 2	441 446 449	14 52 33	0 3 7	32 62 68	46 28 20	22 7 5	438 445 448
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	12 57 12 18	1 3 0 0	13 8 0 0	6 29 8 7	75 78 100 58	1 4 0 5	13 11 0 42	0 1 0 0	0 3 0 0	451 449 447 443	18 45 16 21	7 5 0 0	63 72 81 60	23 15 19 31	7 8 0 9	446 448 446 443	18 55 14 13	7 4 2 1	64 64 53 44	22 26 33 39	7 6 12 16	447 446 443 441
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	14 6 80	0 0 4	0 0 8	7 2 41	78 50 79	2 2 6	22 50 12	0 0 1	0 0 2	446 442 449	24 11 64	3 0 5	65 63 72	23 26 19	10 11 5	445 443 447	23 25 52	3 3 5	50 60 64	34 29 24	13 8 6	442 444 446
Optional school/SAU question A. B. C. D.	0 0 100 0	0 0 0 0	0 0 0 0	1 0 0 0	100 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	442	25 13 38 25	0 0 0 0	0 0 33 50	50 0 67 0	50 100 0 50	432 428 440 434						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: Westbrook School Department
School: Oxford-Cumberland Canal School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	7	9	17	8	1294	9
	2006-2007	4	6	17	10	1054	8
	2007-2008	15	23	27	15	1321	9
	Cum. Total*	26	12	61	11	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	46	56	105	52	7000	50
	2006-2007	41	63	91	53	7394	53
	2007-2008	40	61	103	58	7079	51
	Cum. Total*	127	60	299	54	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	18	22	46	23	3784	27
	2006-2007	16	25	40	23	3729	27
	2007-2008	8	12	35	20	3955	28
	Cum. Total*	42	20	121	22	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	11	13	33	16	1894	14
	2006-2007	4	6	23	13	1735	12
	2007-2008	3	5	14	8	1642	12
	Cum. Total*	18	8	70	13	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	11.5	76.7	10.7	71.3	9.5	63.3
Cluster 2: Shape and Size	14	29	9.8	70.0	9.4	67.1	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	4.1	82.0	3.7	74.0	3.4	68.0
Cluster 4: Patterns	14	29	10.7	76.4	10.2	72.9	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Westbrook School Department
 School: Oxford-Cumberland Canal School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	66	15	23	40	61	8	12	3	5	453	179	15	58	20	8	449	13997	9	51	28	12	445
Ethnicity																						
African American/Black	4										6	0	33	33	33	438	386	4	26	34	36	434
American Indian or Native Alaskan	0										1						101	3	46	41	11	442
Asian or Pacific Islander	3										4						262	14	51	23	12	447
Hispanic	1										4						162	4	41	34	21	440
Caucasian/White	58	13	22	36	62	7	12	2	3	453	164	15	59	19	7	450	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	12	2	17	7	58	1	8	2	17	448	29	14	38	24	24	443	2372	3	31	36	30	436
No	54	13	24	33	61	7	13	1	2	454	150	15	61	19	5	450	11625	11	54	27	8	447
Current LEP																						
Yes	3										6	17	67	17	0	455	381	4	33	28	35	435
No	63	14	22	38	60	8	13	3	5	453	173	15	57	20	8	449	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	41	7	17	26	63	5	12	3	7	452	80	11	49	28	13	446	5472	5	41	35	19	440
No	25	8	32	14	56	3	12	0	0	456	99	18	65	13	4	452	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	66	15	23	40	61	8	12	3	5	453	179	15	58	20	8	449	13992	9	51	28	12	445
Gender																						
Female	24	3	13	15	63	4	17	2	8	450	75	11	57	21	11	448	6933	9	50	29	12	445
Male	42	12	29	25	60	4	10	1	2	455	104	18	58	18	6	450	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	12	0	0	8	67	2	17	2	17	442	32	3	50	28	19	442	1890	2	34	41	23	438
No	54	15	28	32	59	6	11	1	2	456	147	18	59	18	5	451	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	66	15	23	40	61	8	12	3	5	453	179	15	58	20	8	449	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: Westbrook School Department
 School: Oxford-Cumberland Canal School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	1	20	3	60	0	0	1	20	447	8	15	46	8	31	443	5	6	34	33	27	438
B. less than one hour	85	13	23	35	63	7	13	1	2	454	84	15	65	17	3	451	74	10	52	28	10	446
C. one to two hours	6	1	25	1	25	1	25	1	25	445	8	15	38	31	15	443	18	10	52	28	10	446
D. more than two hours	2	0	0	1	100	0	0	0	0	460	1	0	100	0	0	460	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	55	12	33	19	53	4	11	1	3	456	51	23	63	12	2	453	38	13	56	23	8	448
B. They match some of what I have learned.	36	3	13	17	71	3	13	1	4	452	39	9	65	20	6	449	48	8	52	29	10	445
C. They match just a little of what I have learned.	8	0	0	3	60	1	20	1	20	439	7	0	64	18	18	442	10	4	35	39	22	439
D. There is no match.	2	0	0	1	100	0	0	0	0	460	4	0	17	50	33	437	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	10	45	11	50	1	5	0	0	460	35	24	66	7	3	455	35	16	55	20	8	449
B. good	48	4	13	22	69	4	13	2	6	452	45	12	64	19	5	450	48	7	52	31	11	445
C. fair	14	1	11	6	67	1	11	1	11	447	14	8	58	21	13	445	14	3	41	38	18	440
D. poor	5	0	0	1	33	2	67	0	0	439	5	0	33	56	11	437	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	8	0	0	3	60	1	20	1	20	445	11	0	44	28	28	438	15	4	38	33	25	439
B. about the same as my regular schoolwork	73	10	21	30	63	6	13	2	4	453	62	17	63	17	2	452	64	10	54	28	9	446
C. easier than my regular schoolwork	20	5	38	7	54	1	8	0	0	458	27	16	66	11	7	451	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	26	5	29	9	53	3	18	0	0	456	27	16	52	25	7	448	23	8	47	29	16	443
B. two or three days a week	41	6	22	15	56	4	15	2	7	452	38	16	62	17	5	450	36	11	54	27	9	447
C. two or three times each month	26	2	12	14	82	0	0	1	6	452	23	13	79	5	3	453	25	10	53	27	10	446
D. never or almost never	8	2	40	2	40	1	20	0	0	459	13	14	52	19	14	448	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	2	100	0	0	0	0	454	2	25	50	0	25	449	5	3	30	33	33	436
B. two or three days a week	17	2	18	5	45	3	27	1	9	447	19	6	56	34	3	446	19	8	50	30	12	445
C. two or three times each month	65	11	26	26	60	5	12	1	2	455	51	15	69	12	4	452	38	11	55	26	8	447
D. never or almost never	15	2	20	7	70	0	0	1	10	452	27	20	53	16	11	448	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	2	100	0	0	0	0	448	3	0	80	0	20	444	8	3	33	38	25	438
B. 30–45 minutes	15	2	20	5	50	0	0	3	30	447	17	14	43	32	11	446	27	6	48	33	13	443
C. 45–60 minutes	11	0	0	7	100	0	0	0	0	453	16	15	58	23	4	450	38	11	54	26	9	447
D. more than 60 minutes	71	13	28	26	55	8	17	0	0	455	64	16	67	12	5	451	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										25	0	50	0	50	436						
B.	0										13	0	0	100	0	440						
C.	100	0	0	1	100	0	0	0	0	444	38	0	100	0	0	447						
D.	0										25	0	50	0	50	426						

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: Westbrook School Department
School: Oxford-Cumberland Canal School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	5	6	8	4	751	5
	2006-2007	5	8	12	7	963	7
	2007-2008	4	6	7	4	882	6
	Cum. Total*	14	7	27	5	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	36	44	85	42	7251	52
	2006-2007	42	65	88	51	6824	49
	2007-2008	42	64	98	55	7130	51
	Cum. Total*	120	56	271	49	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	32	39	80	40	4514	32
	2006-2007	15	23	49	29	4382	32
	2007-2008	19	29	58	32	4433	32
	Cum. Total*	66	31	187	34	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	9	11	28	14	1458	10
	2006-2007	3	5	22	13	1735	12
	2007-2008	1	2	16	9	1546	11
	Cum. Total*	13	6	66	12	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	9.3	77.5	8.4	70.0	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.3	60.8	6.7	55.8	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	8.5	70.8	7.7	64.2	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.1	67.5	7.8	65.0	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Westbrook School Department
 School: Oxford-Cumberland Canal School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	66	4	6	42	64	19	29	1	2	448	179	4	55	32	9	444	13991	6	51	32	11	444
Ethnicity																						
African American/Black	4										6	0	67	33	0	443	385	2	27	35	36	434
American Indian or Native Alaskan	0										1						101	3	44	44	10	441
Asian or Pacific Islander	3										4						262	5	52	28	14	443
Hispanic	1										4						162	2	38	39	21	439
Caucasian/White	58	4	7	35	60	18	31	1	2	448	164	4	54	33	9	444	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	12	1	8	5	42	6	50	0	0	446	29	3	38	31	28	438	2370	2	32	41	25	437
No	54	3	6	37	69	13	24	1	2	449	150	4	58	33	5	445	11621	7	55	30	8	445
Current LEP																						
Yes	3										6	0	83	17	0	446	379	1	25	35	39	433
No	63	4	6	39	62	19	30	1	2	448	173	4	54	33	9	444	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	41	1	2	24	59	15	37	1	2	446	80	1	40	45	14	441	5470	3	41	39	18	440
No	25	3	12	18	72	4	16	0	0	452	99	6	67	22	5	447	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	66	4	6	42	64	19	29	1	2	448	179	4	55	32	9	444	13986	6	51	32	11	444
Gender																						
Female	24	1	4	13	54	10	42	0	0	446	75	5	53	35	7	445	6929	6	49	33	12	443
Male	42	3	7	29	69	9	21	1	2	450	104	3	56	31	11	444	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	12	1	8	5	42	5	42	1	8	444	32	3	25	47	25	438	1888	1	32	44	23	437
No	54	3	6	37	69	14	26	0	0	449	147	4	61	29	5	446	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	66	4	6	42	64	19	29	1	2	448	179	4	55	32	9	444	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: Westbrook School Department
 School: Oxford-Cumberland Canal School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	2	40	3	60	0	0	443	8	0	46	31	23	440	5	4	37	36	22	439
B. less than one hour	85	4	7	37	66	14	25	1	2	449	84	4	61	29	6	446	74	6	53	31	10	444
C. one to two hours	6	0	0	2	50	2	50	0	0	445	8	0	38	62	0	440	18	7	52	32	8	445
D. more than two hours	2	0	0	1	100	0	0	0	0	444	1	0	100	0	0	444	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	26	1	6	12	71	4	24	0	0	449	32	4	64	26	6	446	24	9	53	28	10	446
B. They match some of what I have learned.	59	2	5	25	64	12	31	0	0	449	51	4	60	32	5	446	49	6	54	31	9	445
C. They match just a little of what I have learned.	11	0	0	4	57	2	29	1	14	445	11	0	44	44	11	443	21	4	47	36	13	442
D. There is no match.	5	1	33	1	33	1	33	0	0	447	6	10	40	30	20	440	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	15	1	10	8	80	1	10	0	0	453	24	3	70	23	5	446	25	9	53	27	10	446
B. good	61	3	8	23	58	14	35	0	0	447	53	6	57	33	5	445	54	6	55	30	9	445
C. fair	24	0	0	11	69	4	25	1	6	448	21	0	54	37	9	444	19	3	43	40	15	441
D. poor	0										2	0	0	33	67	431	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	18	0	0	9	75	2	17	1	8	447	19	3	58	23	16	443	22	5	45	35	15	442
B. about the same as my regular schoolwork	74	3	6	31	63	15	31	0	0	448	66	4	61	34	2	446	62	7	53	31	9	445
C. easier than my regular schoolwork	8	1	20	2	40	2	40	0	0	451	15	4	54	33	8	444	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	23	0	0	11	73	4	27	0	0	449	13	0	64	32	5	446	24	7	48	33	12	444
B. a few times a week	55	3	8	22	61	11	31	0	0	449	58	3	60	32	5	445	53	7	54	31	9	445
C. once a week	2	0	0	1	100	0	0	0	0	444	10	12	41	35	12	444	9	6	46	33	15	442
D. a few times a month	21	1	7	8	57	4	29	1	7	447	18	3	60	27	10	445	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	8	1	20	2	40	2	40	0	0	445	26	2	56	30	12	442	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	15	1	10	5	50	3	30	1	10	444	16	4	54	27	15	441	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	26	0	0	13	76	4	24	0	0	448	29	2	63	35	0	446	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	52	2	6	22	65	10	29	0	0	450	30	6	59	31	4	449	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										25	0	0	0	100	427						
B.	0										13	0	0	0	100	424						
C.	100	0	0	0	0	1	100	0	0	438	38	0	67	33	0	443						
D.	0										25	0	0	50	50	425						